

# Learning How to Learn: Powerful mental tools to help y

University of California, San Diego

STUDENT NAME

Vlad Hayrapetyan

GRADE

**93.0%**

COMPLETION DATE

September 4th 2014

NOTES

Student has earned a certificate with distinction.

COURSE DETAILS

Instructors: Dr. Terrence Sejnowski, Dr. Barbara Oakley

Duration of course: 4 weeks

Time commitment: 3-4 hours/week

Description:

This course gives you easy access to the invaluable learning techniques used by experts in art, music, and other disciplines. We'll learn about how the brain uses two very different learning modes and how to overcome illusions of learning, memory techniques, dealing with procrastination, and best practices to master tough subjects.

Using these approaches, no matter what your skill levels in topics you would like to master, you can become an expert. This peek under the mental hood will give you ideas for turbocharging your learning. You'll also get test-taking tips and insights that will help you make the best use of your time on homework and projects. A structured treasure trove of practical techniques that walk you through what you need to do to get anything done, this course will help serve as your guide.

Syllabus:

Learning How to Learn is meant to give you practical insight on how to learn more deeply and with more focus in learning many different subjects and skills. Whether you love language or math, music or physics, you will learn a LOT about how to learn virtually any subject!

This is a 4-week course. You may spend an hour or two watching the videos each week, or you may choose to earn a Certificate or even a "with Distinction" honor. It's all up to you! Although not required, we also encourage you to read the book, *A Mind for Numbers*, where some of these ideas are explored more deeply. (*A Mind for Numbers* is available on [US](#), [Amazon UK](#), [Barnes & Noble](#), and [Indiebound](#). . For international learners, *A Mind for Numbers* is available on Amazon IBook--please just check availability within your country.) Incidentally, don't worry if you're not a "numbers" person, because it's a general book about learning.

Every Friday at 12:00 PM EST, the weekly content will be posted for the weekend and the upcoming week. Here is the schedule for the course;

Week 1 – Introduction: Focused versus Diffuse Thinking (begins Aug 1)

Week 2 – Chunking (begins Aug 8)

Week 3 – Procrastination and Memory (begins Aug 15)

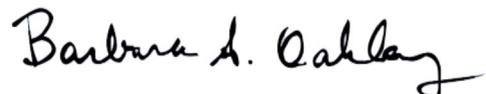
Week 4 – Renaissance Learning and Unlocking Your Potential (begins Aug 22)

By the end of the course, we expect you to be able to do the following:

- Explain the difference between focused and diffuse modes of thinking. Be able to practically apply this knowledge to understand concepts with less frustration.
- Relate key techniques proven by research to help students learn most efficiently
- Describe common illusions of learning, and explain how to most effectively help yourself to avoid these illusions
- Explain how working memory and long term memory differ from one another.
- Explain what a chunk is, and how and why you can and should enhance your chunking skills.
- Use metaphor, story, and visualization to allow pre-existing neural scaffolds to help in improving memory and learning quickly and deeply
- Apply proven and effective techniques dealing with procrastination.
- Describe the most important aspects of proper test preparation.
- Relate latest research findings explaining why sleep is so important in learning and memory.
- Explain why multi-tasking (trying to do more than one task at the same time) makes it more difficult to grasp concepts
- Explain the importance of “mindset” in learning. Describe how some famous people in history defied all odds by achieving a change in their mindset.
- Explain the advantages and disadvantages of working with other students in your studies. When would you prefer to work with others? When would it be better to work alone?
- As a consequence of your interactions with other students in this course, explain some of the commonalities in learning around the world.



Terry Sejnowski



Barb Oakley

This Course Record Represents...

## IDENTITY VERIFICATION WITH SIGNATURE TRACK

While enrolled in this course, this student voluntarily participated in identity verification measures that provided photo identification and created a keystroke profile at the time of course registration, and keystroke analysis when submitting graded work. Coursera has verified the identity of the student

[Learn more about Signature Track and Identity Verification.](#) →

## DISTINCTION

The student's performance in this course met the standard for Distinction as defined by the course

### Distinction Grading Policy

Distinction: Must receive an overall grade of at least 85% and complete two peer assessments to receive a Verified Certificate. 85% (out of a maximum of 100%) is calculated as shown: •3 Quizzes (45%) Remember you can take a quiz as many times as you want, and the best score is what counts! •Final Exam (30%) You can take the final two times, and the best score is what counts! •Peer Assessments (25%) You can comment on someone else's thread, or comment on someone else's comment in a thread.) (5%) •So, for example, you could receive 40% (out of 45% max possible) for your quiz contributions, 25% for your Final Exam contributions, and a 15% for your Peer Assessments, and end up with an 85% in the class--which is Distinction! Let's say for kicks that you received all the scores noted here, except that you only got a 24% on the final exam, meaning that you got an 84% total. In that case, you would not get a Verified Certificate with Distinction.

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